

TWENTIETH
ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
TOWN OF SWAMPSCOTT,
FOR THE
YEAR ENDING FEBRUARY 27, 1872.

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CHARLES F. BESSOM, PRINTER,
NO. 99 MUNROE STREET.
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SCHOOL REPORT.

In submitting our annual report of the schools of the town, we do so with gratitude to our Heavenly Father for the general health of both teachers and scholars, no prevailing sickness having visited the schools, nor has there been a scholar removed by death during the year. We are pleased to notice the lively interest manifested in school affairs, and hope that it may increase from year to year. The town should ever extend its fostering care to the children, for on them depends the future welfare, not only of the town, but of the State and nation; and the history of the past demonstrates no better way to accomplish this than to make liberal provision for their education.

THE ADVANTAGES OF EDUCATION

are seen and felt in every department of labor, either in the workshop of the artizan, or in the busy mart of trade; in the cultivation of the soil, as in the learned professions; to succeed in any avocation, an early mental training is imperatively demanded. This town

is now reaping the benefit of its schools in the thrift, enterprise, social elevation and happiness that extensively prevails, and give promise of better things in the future.

Education leads to wealth by developing the resources of the country. Skilled labor is the most remunerative. Vast stores of wealth lay hidden for ages in the rocks and sands of California, until educated labor revealed their hiding places, and in less than two decades, towns, cities and States were founded in a country fertilized by the waters of the Pacific Ocean. The wealth of the country is being increased in a ratio hitherto unknown in the history of the world, while thought is keeping well abreast of wealth, until we hear no longer from over the water, "Who reads an American book?" Although wealth is prized for the position it gives, and the privileges it confers upon its possessors, yet knowledge is better than wealth, and is so regarded by many a poor man, who works hard to keep his children in school; and so long as this sentiment prevails, the liberties of the people are safe, for a learned jurist has well said, "That a nation which is educated is easy to govern, but hard to enslave."

Another advantage of education is that it promotes morality. Ignorance is antagonistic to good morals, as well as to all that is exalted and refined in civiliza-

tion. Free institutions demand a moral foundation on which to rest, and as our government is one where every citizen is a sovereign, how necessary that both head and heart should be cultivated for every position of trust and honor. We have no titled nobility, or landed aristocracy; the only badges with us of true manhood are the cultured intellect and the generous heart.

CONDITION OF THE SCHOOLS.

The Committee find much to commend and little to complain of in the discipline and deportment of the schools during the year, much of which is due to the parents for their hearty co-operation in bringing about such results. The discipline of the schools has been maintained with firmness, yet seldom with severity, while a compliance with the rules was strictly enforced, yet without partiality. We have found little trouble in settling difficulties between teachers, scholars and parents, and have always found a ready compliance with any suggestions presented for their consideration.

The advancement in the studies pursued, with few exceptions, was highly satisfactory, and presented a familiarity with first principles that satisfied us that they had descended to the root of the matter. The examination of the classes was wholly given up to the Committee, thus leaving the scholars to depend

upon their own resources, which, in most cases, was highly creditable to both teachers and scholars.

A GREAT MISTAKE.

The great difficulty with us is that the education of our children ends too soon. Before they have learned the rudiments of knowledge they are taken from school, and their education considered amply sufficient for every purpose of life. The advantages of our Grammar School are by many undervalued, especially if the pupil is expected to earn his living by the labor of his own hands. It does not require, in their estimation, such an education to be a fisherman or a mechanic; such knowledge is not necessary in their business. It is time every fisherman knew how to take the helm, not only of his vessel, but also of town affairs; that every occupant of a fore-castle should be qualified for the quarter-deck; and every mechanic as well acquainted with State affairs as with the implements of his craft. Educated minds will be called upon to plan and direct, while the uneducated will have to execute and bear the burdens; therefore, we say to every boy and every girl, drink deep at the well-spring of knowledge.

MISSPENT TIME.

There is a great deal of time wasted in the school-room that should be devoted to study. Every little

thing calls the mind away from the subject in hand, until a habit of listlessness and inattention is formed, which is destructive of the first principles of scholarship. One great object of study is to chain the mind to the lesson, and when that is reached, success is certain. How many will regret the time misspent at school when too late to be remedied, as many are sorry to-day for privileges misimproved. It cannot be denied that there is work in study, but the same is true of everything reckoned valuable.

QUALIFICATIONS OF TEACHERS.

The teacher can do much to lighten the labor of the school-room, by making the recitations interesting. The love of learning in the pupil must be cultivated by the teacher, and to do this successfully the teachers must be students themselves. They must bring illustrations from every field of thought, for every idea acquired from the teacher, apart from the text-book, is a stimulus to thought and action. The teacher must also be animated and enthusiastic in his labors, as a lack of earnestness on his part will be felt by the whole school. Where we find a dull school there is some defect in the manner of imparting instruction. We have seen a class aroused and animated by reciting the column of two's in the Multiplication Table, while in another school such a recitation was a weariness to the flesh.

HOME STUDY.

Home has much to do with the child's education, and where parents are interested, much may be done to make our schools a success. There is little trouble with the child at school who has the right kind of training at home, for if parents give a free rein it is difficult for the teacher to apply the check-rein. Then children should be encouraged to study at home, especially if falling behind in their classes, and their health will permit of it; besides, it would be better to spend their evenings in study than in games and plays, which have little tendency to improve their future prospects.

ABSENTEEISM.

A school report would not be complete without something being said on this subject; and, although it is a trite subject in school reports, it is, nevertheless, a fact that nothing stands in the way of the scholar's success, both in school and in after life, equal to this. Its tendency is to break up the habit of study, to discourage the scholar with his lesson, and becomes the greatest drawback to the progress of the school. The injury to the scholar is even greater than to the school, for it invariably results in a lack of punctuality, stability and reliability, which stand in the way of future distinction. If we would procure for our

children the best results of our school system, let us see to it that they are present, when their health will permit, when the school-roll is called. .

We gather from the last published report of the Board of Education, that out of 335 towns in the State, this town ranks 117 for average attendance of scholars, which is 80 per cent. of all the scholars from 5 to 15 years of age in town. From this report we see there is room for improvement, and hope to stand higher, for regular attendance, in the future records of the State.

APPROPRIATIONS.

It is a matter of no little pride that the town stands so well in the matter of appropriations for school purposes. There has been a steady advance in this direction, which is every way encouraging to the friends of education.

In the last report of the Board of Education, we find that in the appropriations of money by the different towns of the State for the education of each child from 5 to 15 years of age, this town ranks 13 out of 335 towns. The greatest amount per scholar in the list of towns is twenty-five dollars and sixty-six cents, while this town pays per scholar sixteen dollars and twenty-seven cents. For towns in the county appropriating money for the education of each child from 5 to 15, this town bears the second rank. In these

figures there is just cause for congratulation, yet we would not be so elated with the success of the past as to slacken our efforts for greater things in the future.

GRAMMAR SCHOOL.

P. C. PORTER, A.M., Principal. Miss CLARA W. WOODBURY, Assistant. Examination, February 24th, 1872.

This school passed a creditable examination, and displayed an acquaintance with the studies pursued that reflected great praise upon their instructors. The work done in this school is laborious, from the number of classes and the disparity of scholarship in the same class. There are four Arithmetic, three Geography, four Reading, three Spelling, and three Grammar classes, besides Physiology, Writing and Music, which leave no time for any studies in advance of the common branches in the regular Grammar School course. Now it is our opinion that one or more of the Geography classes might be given up, and Natural Philosophy substituted. There is altogether too much time consumed on Geography, and the benefit derived therefrom is, in our estimation, among the least of a Grammar School course. Should it be said that the study of Geography cultivates the memory and strengthens the intellect, we reply that both these results may be secured, with greater pleasure to the

student, by the study of Natural Philosophy. There is a growing demand for some knowledge of science this side of the High School, as many young people in large towns and cities never reach that position; therefore, no Grammar School course should be considered complete without information upon the common phenomena of every-day life.

To assist those who desire to pursue their studies farther than the Grammar School course, an advance class has been formed; and, although demanding much of the Principal's time, the benefit to our advanced scholars is so great that it cannot be given up, but we hope to make it more efficient in the future. The advanced class this year passed an interesting examination, and especially in Physiology, they exhibited such practical knowledge of this very useful science as must tell favorably upon their health and happiness.

We are sorry to state that the school privileges we have are not improved as they should be. Many scholars are taken out of the school before completing the limited course prescribed. Now every young person in town ought to complete the Grammar School course, and until this is more generally complied with, it is needless to talk of a High School. Provision is made in this school at great expense for mental culture, and yet by many it is not appreciated.

This school commenced the school year with 105

scholars, and closed with 73. In the Principal's department there were at the beginning of the year 52, and at the close 37, showing a decrease of 15; while in the Assistant's department there were 53 to begin the year, and 36 at the close, showing a decrease of 17 scholars. These figures go to prove that however well this school is doing, it is not accomplishing all that is desired for the highest good of all concerned.

The Principal has given some attention to drilling the scholars in Music, which has brightened the atmosphere, and lightened the burdens of the school-room; and as a stimulus to greater progress, he proposes that "there shall be a written examination of the school at the close of each term, except the winter term, the result of which, together with the rank of each scholar for the term, as indicated by the teacher's record, shall be reported to the School Committee, and also to the parents of each scholar." This course we consider a step in the right direction, as it puts into practice the knowledge already acquired.

INTERMEDIATE SCHOOL.

Miss CLARA COLCORD, Teacher. Examination, February 19th, 1872, P. M.

We are sorry to state that before the close of this school last year, the teacher, Mrs. HARRIET BLANEY,

was obliged from failing health to give up teaching, and seek a change of climate for her health, which proved unavailing, for it pleased God to remove her from the scenes of her earthly labors and usefulness to "sweet rest in heaven." Mrs. BLANEY was a successful teacher, much beloved by scholars, and highly prized for her love and devotion to the cause of education. Miss SEGER, at Mrs. BLANEY's request, was placed in charge of the school, with the expectation that it would be only for a short season; but on the death of Mrs. BLANEY, Miss COLCORD, of the Farms School, was appointed permanent teacher. The school under her management has been satisfactory, and good results have been secured.

WEST END SCHOOL.

Miss MARY E. BOYNTON, Teacher. Examination, February 20, 1872, P. M.

Miss Boynton has done well in this school, leaving nothing to be suggested by way of improvement. The examination showed good training, the order and promptness revealed a good state of discipline, while the scholars manifested an enthusiasm in the performance of their duties that makes study a delight. This is one of the largest schools in town, numbering for the Winter Term 60 scholars, and, should the increase continue, larger quarters will be demanded at no distant day.

FARMS SCHOOL.

Miss SARAH PALMER, Teacher. Examination, February 21st, 1872, A.M.

Miss COLCORD was taken from this school to the Intermediate at the beginning of the Summer Term, and Miss PALMER was appointed teacher. This school has done well during the year, and the examination was an occasion of interest and profit to all concerned. We congratulate the district in procuring so fine a teacher, both in the manner of imparting instruction, and in her tact in administering discipline. The school is also increasing in numbers, as well as in knowledge and deportment, and stands in line with the schools of the town.

BEACH SCHOOL.

Miss ELLEN LEDYARD, Teacher. Examination, February 21, 1872, P.M.

This is a large school, demanding great labor and endurance on the part of the teacher. The classes are numerous, as well as large, with altogether too little time to do justice to those who are behind in their studies. The aid of the parents is most needed here, both in assisting the children in their studies, as well as securing a constant attendance at school. Miss LEDYARD is an excellent teacher, and has given great satisfaction in her manner of instruction, and

has also shown great love for her work. She has done well in this school, being greatly beloved by both parents and scholars, and understands how to govern a school without the aid of a Committee.

PRIMARY SCHOOL.

MISS CHARLOTTE F. MOTT, Teacher. Examination, February 20th, 1872, A. M.

MISS MARIETTA B. NOWELL resigned charge of this school at the end of the Spring Term, to the regret of the children, their parents and the Committee; yet we were fortunate in procuring Miss MOTT, who has been quite successful in instructing and interesting the children. The progress made in this school is encouraging, as during the year two classes have been prepared for the Intermediate School; one entering at the commencing of the year, and another during the Summer, while the third class of last year is now prepared to enter.

The labor of the teacher in this school is one of love and patience, as this department partakes more of the nature of a nursery than a school; yet it has been surprising to us how so many little folks could be managed with so little friction.

STEAM HEATING.

There has been a good work accomplished in the heating of the Grammar School building with steam.

The subject of heating this building was duly considered, both in regard to convenience, health and economy; and it was a question of no little moment whether to heat by furnaces or by steam. Information was sought for in reference to both modes, and learned that the first cost of furnaces would be much less, but they would require considerable repairing, and in ten years would likely have to be replaced with new ones; while steam, although costing more to begin with, would last so much longer as to be cheaper in the end. We learned also that many of the schools and private dwellings in the larger towns and cities were taking out furnaces and putting in steam; also, that new school buildings in the neighboring towns were being heated with steam, and were in every case giving perfect satisfaction. These facts weighed much with us in making up a decision. We were told, also, that the cost of fuel would be less, while the rooms thus heated would be purer; and as for danger, that need never be apprehended, as rarely more than ten pounds pressure to the square inch would ever be on the boiler, and if more, by the arrangement of safety valves, safety whistle, water and steam guages, with the exhausted steam returning condensed to the boiler, there could be no cause for alarm. It was also stated that since steam heating had been introduced, an explosion of a boiler had never happened, nor was ever likely to happen.

After carefully investigating the whole subject, and the practical working of both systems of heating public buildings, we decided to heat the Grammar School building with steam.

Proposals were obtained from Walworth & Co., Morrill, Gorham & Co., Clogston & Co., and Daniel Lee. Mr. Daniel Lee, of Boston, made the lowest proposals, and we finally settled upon him to do the work, which he carried on and completed to the entire satisfaction of the Committee. Before the job was accepted, it was inspected by a man well qualified to give an opinion on such matters, who pronounced the work and materials of the first quality, and the arrangements complete.

VENTILATION.

The matter of ventilation was also investigated, and the best thing presented was to place two ventilators, one in the lower and one in the upper part of the section of the chimney running through each room. This gives double the ventilation designed by the best theories upon this subject. The latest authorities say that one ventilator near the floor of a room is sufficient for all common purposes. It was decided, taking the health and comfort of both teachers and scholars into account, that it was better to change the air in the school-room often, even at the expense of extra fuel.

Much credit is due Dr. Chase, Chairman of the Committee, for the lively interest he has taken, and

the time he has given to secure these results; and now we consider that everything that could be done has been done with a view to thoroughness and permanency, and consider this building for school purposes second to none in the State.

REPAIRS.

There are repairs needed in and around some of our school buildings, such as painting, coloring, repairs on outhouses, fixing fences, and leveling the grounds in front of the same, all of which will be attended to in due time.

The Committee are grateful to the people for their aid and sympathy in the management of the schools, and, as servants of the people, have been ever ready to act upon any suggestions offered for the public good; and thus, by mutual co-operation for the advancement of learning, our town will be no less admired for its culture, than for the beauty of its scenery and the purity of its atmosphere.

And now, with gratitude to God for the many privileges we enjoy; for the success of our schools; for the health and happy homes of our children; we conclude our report by commending you all to His tender solicitude and protection.

Very truly yours,

WM. B. CHASE,	} <i>Committee.</i>
JOHN H. CROSMAN,	
JOHN CAPEN,	

COURSE OF STUDY.

PRIMARY SCHOOLS.

Reading.—Through Hillard's Third Reader.

Arithmetic.—Through Walton's Primary.

Geography.—Warren's Primary.

INTERMEDIATE SCHOOLS.

Reading.—Hillard's Fourth, and half of Intermediate.

Arithmetic.—Walton's, through Division, Intellectual, through twenty-nine sections.

Geography.—Through Warren's Primary.

Spelling.—One hundred and thirty-four lessons.

GRAMMAR SCHOOL.

ASSISTANT'S CLASSES.

Reading.—Hillard's Intermediate, finished selections in fifth.

Arithmetic.—Walton's, through Compound Numbers.

Grammar.—Greene's, to Syntax: Intellectual, finished.

Geography.—Warren's Common School, commenced.

Spelling.—To lesson one hundred and seventy-eight.

PRINCIPAL'S CLASSES.

Reading.—Hillard's Fifth Reader.

Arithmetic.—Walton's, through Cube Root.

Geography.—Finished.

Spelling.—Selected spelling and definitions.

History.—Anderson's United States.

Grammar.—Greene's finished.

The advanced class will pursue studies that may be prescribed for them by the Committee and Principal. It is their intention to introduce those studies that will be most useful to a majority of the class.

SCHEDULE OF SCHOOLS, 1871 - 72.

Schools.	No. of Pupils.	Teachers.	Salary.
Grammar,	105	} P. C. Porter, A. M., Clara W. Woodbury,	\$1200
Intermediate,	54		450
West End,	60	Clara Colcord,	450
Beach,	60	Mary E. Boynton,	450
Farms,	40	Ellen Ledyard,	400
Primary,	52	Sarah Palmer,	400
		Charlotte F. Mott,	400
	<hr/> 371		<hr/> \$3800

STATISTICS OF SCHOOLS, 1871—72.

		TERM.	Grammar.	Intermediate.	West End.	Beach.	Farms.	Primary.	Total.
Whole number of Scholars.	{	Spring,.....	105	32	54	49	35	50	325
		Summer,	77	40	54	57	28	48	304
		Fall.....	80	52	65	60	33	52	343
	{	Winter,	73	54	60	59	40	52	338
Average attendance of Scholars.	{	Spring,.....	85	30	48	41	24	41	269
		Summer	58	34	49	44	22	31	238
		Fall.....	67	48	50	48	21	49	283
	{	Winter,	63	50	51	50	30	49	293
Percentage of attendance of Scholars.	{	Spring,.....	.81	.93	.89	.85	.69	.82	.83
		Summer.....	.76	.85	.91	.86	.82	.65	.81
		Fall .....	.83	.92	.77	.80	.66	.94	.82
	{	Winter, .....	.86	.93	.85	.84	.79	.94	.87
Over 15 years of age.		.....	18						

REGULATIONS OF THE PUBLIC SCHOOLS.

Regulations common to all the Public Schools, under the immediate superintendence of the School Committee.

SECT. 1. The teachers will be at their school-rooms fifteen minutes, and in stormy or cold weather, twenty minutes before school-time.

SECT. 2. The school hours will be, from the first Monday in April to the first Monday in November, for the morning, from half-past eight to twelve o'clock; and for the afternoon, from half-past one to four o'clock; and from the first Monday in November to the first Monday in April, for the morning, from nine to twelve o'clock, and for the afternoon, from half-past one to half-past four o'clock.

SECT. 3. They are not to dismiss their schools, or change the school-hours, except by permission of the Committee, nor must any recess exceed fifteen minutes.

SECT. 4. The morning exercises of the school shall commence with the reading of the Bible; and it is recommended that the reading be followed with some devotional service.

SECT. 5. For every absence the scholar shall bring a written excuse from parent or guardian, and the teacher shall ascertain whether the absence was really necessary or not; if not, the teacher shall make a record of the absence. If any scholar shall be thus absent unnecessarily three times in any term, then the teacher shall give notice in writing, or personally, to the parent or guardian that such absence twice more will expel the scholar from school. If, disregarding this, the scholar is absent five times in one term, he or she shall be expelled from the school, and shall not be again admitted until the parent or guardian shall obtain from the Committee a written permit.

SECT. 6. A written excuse must also be brought by each pupil for tardiness, or dismissal before the appointed hours for leaving; and tardiness beyond five minutes shall be considered a violation of school-hours, and shall subject the delinquent to such penalty as the nature of the case may require.

SECT. 7. There shall be a recess of ten minutes each half-day, for every school; and for every Primary School there may be an extra recess each half-day.

SECT. 8. The instructor shall exercise a kind and parental discipline. If there is direct and violent opposition to the authority of the teacher, or continual disobedience in a pupil, or improper interference of parents, such as to render his example permanently injurious, it shall be the duty of the teacher to report such pupil to the Committee, who alone shall have power to expel from the privileges of the school, and to re-admit, evidence being given of repentance and amendment.

SECT. 9. No pupil having been in attendance at one school shall be admitted into another without previous consent of the Committee.

SECT. 10. Each teacher is directed not to receive any children as pupils whose residence is out of town, and if any are now in attendance, they are now to be dismissed. Neither is any child other than a pupil to be allowed temporarily in any school.

SECT. 11. In case of difficulty in the discharge of their official duties, or when they may desire any temporary indulgence, the instructors shall apply to the Committee for advice and direction.

SECT. 12. No studies shall be pursued in any of the schools, nor any text-books used or introduced, except those authorized by the Committee.

SECT. 13. The statute in regard to the faithful keeping of the school register is to be observed. And it is directed that this

register be kept at the school-room, for inspection of the Committee.

SECT. 14. Whenever the necessary school-books are not furnished by the parents or guardian, on the written request of the teacher, it shall be his duty to send such pupil with a written order to the town agent, specifying the name of the book required, the child's name, and the parent's or guardian's name.

SECT. 15. No subscription or advertisement shall be introduced into any public school without the consent of the Committee.

SECT. 16. Scholars are not to be admitted to any public school, without a certificate from some member of the School Committee.

SECT. 17. Any damage done to the school-house, grounds or premises, must be paid for by the parent or guardian of the child or children doing it. The "General Statutes of Massachusetts" enact, that all such willful and wanton damages shall be punished "by a fine not exceeding five hundred dollars, or by imprisonment in the jail not exceeding one year."

SECT. 18. Scholars are not to be admitted into the schools until five years of age, nor until vaccinated.

SECT. 19. The above rules are to be *strictly observed*.

TEACHERS APPOINTED.

Vacancies shall be filled as soon as may be after the resignation of any teacher or teachers, but the annual re-election of all the teachers shall occur during the month of April, and their salaries be fixed.

Teachers will be required to give two weeks notice of intended resignation, otherwise be liable to a deduction of pay for the time less than that; and the Committee will be subject to the same regulation.

The School Registers shall be kept in correct order, and be

delivered at the close of each term, to the Committee, before any bill for services will be approved.

Annual examinations of the public schools will take place in the month of February.

J. H. CROSMAN, *Secretary*.

CALENDAR.

SPRING TERM.—Commences Monday, March 4th, and ends Friday, May 17th.

SUMMER TERM.—Commences Monday, June 3rd, and ends Friday, July 26th.

FALL TERM.—Commences Monday, September 2nd, and ends Friday, November 22nd.

WINTER TERM.—Commences Monday, December 2nd, and ends Friday, February 21st, 1873.

HOLIDAYS.

The following holidays will be allowed, viz.:—Saturdays. Days of Public Fasting, Fourth of July, Thanksgiving Day. Christmas Day, New Year's Day, Twenty-Second of February, and May Day, and one day (to be determined by a majority vote of the teachers) to attend the Essex County Teachers' Convention. And no change in the regular days of keeping school is to be made, without previous consultation with the Committee of the School.

SCHOOL BOOKS.

Reading.—Bible; Hillard's Readers.

Mathematics.—Walton's Written, Intellectual, and Primary; Arithmetic; Greenleaf's Algebra.

Writing.—Payson, Dunton, and Scribner's Penmanship and Book-keeping.

Geography.—Warren's Common School; Warren's Primary.

History.—Anderson's School History.

Grammar.—Greene's.

Natural Philosophy.—Rolfe and Gillet's Elements.

Physiology.—Cutter's Elements.

Geometry.—Davis's.



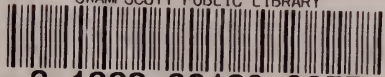


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